



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2004 AGENDA

SUBJECT

California High School Exit Examination (CAHSEE): Release of the 2004 test results

- ☒ Action
- ☒ Information
- ☐ Public Hearing

RECOMMENDATION

Receive report of 2004 CAHSEE results and take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- The State Board of Education (SBE) approved the revised form of the CAHSEE in July 2003.
- SBE approved postponing the consequences of the CAHSEE to students graduating in 2005-2006.
- The California Department of Education (CDE) tested all grade 10 students in February, March, and May 2004.

SUMMARY OF KEY ISSUES

CAHSEE 2004 Administration

Grade 10 students took the CAHSEE in either February, March, or May 2004. These students will have to pass the CAHSEE as a condition of graduation. School districts have received the results for all of the student testing from February, March, and May. Approximately 450,000 students were tested. The CAHSEE results were posted for the public on August 16, 2004, and were part of the AYP/API release on August 31, 2004.

CDE has provided school districts with several documents to assist them in understanding the format of CAHSEE and to assist them in seeing the types of test questions that will be asked about a particular academic content standard. These documents include the 2003 Released Test Questions and the 2001 and 2002 Teacher Guides. Last fall, CAHSEE Study Guides were distributed to school districts for every grade 10 student and his or her parent/guardian.

Attached is the CAHSEE Reporting 2004 Summary Results that is developed for county offices of education, school districts, and schools. Additionally, CDE has made available a number of tables providing information on the 2004 results.

FISCAL ANALYSIS (AS APPROPRIATE)

All items presented in this program update are currently funded under contracts with CDE.

ATTACHMENT(S)

Attachment 1: [CAHSEE Reporting 2004 Summary Results \(28 Pages\)](#)

Attachment 2: [2004 CAHSEE Summary of Results \(7 Pages\)](#)



CAHSEE

California High School Exit Examination

Reporting 2003–04 Summary Results

Information Guide for Counties, School Districts, and Schools

August 2004

Prepared by
California Department of Education



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Introduction

Beginning in the 2005–06 school year, all graduating seniors will be required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. All students are required to take the CAHSEE for the first time in tenth grade. Students enrolled in grade ten during the 2003–04 school year will be the first class required to meet the CAHSEE requirement by the end of the 2005–06 school year. These students had their first opportunity to take the CAHSEE in spring of 2004.

On August 16, 2004, the California Department of Education (CDE) will release summary results from the CAHSEE administrations during the 2003–04 school year. Results will be provided at the school, school district, county, and state levels and will be posted on the CDE Web site at <http://data1.cde.ca.gov/dataquest/>. Individual student CAHSEE results are confidential and are not included in the Internet posting.

It is important that schools, school districts, and county administrators respond proactively to inquiries about local CAHSEE results for the 2003–04 administration. Local efforts to communicate with key stakeholders can develop a foundation of understanding about this exam and what is being done to prepare students to meet this requirement. This assistance packet provides county offices of education, school districts, and schools with the information they need to access summary results online and interpret those results.



Facts about the California High School Exit Examination (CAHSEE)

State law authorized the development of the California High School Exit Examination (CAHSEE), which students in California public schools would have to pass to earn a high school diploma beginning in the 2005–06 school year.

Purpose of the CAHSEE

The purpose of the CAHSEE is (1) to improve student achievement in high school; and (2) to help ensure that students who graduate from high school can demonstrate competency in reading, writing, and mathematics.

Notification of the CAHSEE Requirement

All students and their parents and guardians must be provided with notice of the CAHSEE requirement beginning in grade nine and each year thereafter (*Education Code* Section 60850[f][1]). The notification must include, at a minimum, the date of the exam, the requirements for passing the exam, the consequences of not passing the exam, and the fact that passing the examination is a condition of graduation (*Education Code* Section 48980). Transfer students must be notified at the time they transfer.

Test Content

The CAHSEE is divided into two parts: English-language arts and mathematics. Test questions address California academic standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, determined students should master to graduate from high school.

English-Language Arts

One part of the CAHSEE addresses state English-language arts academic standards. This part of the exam, which consists of multiple-

choice questions and a writing task, has a reading and decoding section and a writing section. The reading and decoding section covers vocabulary, information reading, and literary reading. This section includes 50 percent literary texts and 50 percent informational texts.

The writing section covers writing strategies, applications, and conventions. In addition to the multiple-choice questions, students are asked to write one essay on a specific topic or in response to a literary or informational passage.

Mathematics

The second part of the CAHSEE addresses state mathematics academic standards. The math part of the exam consists of all multiple-choice questions. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra I. Students must demonstrate strong computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages.

For more information on the CAHSEE, the test blueprints are posted on the CDE web site at: <http://www.cde.ca.gov/ta/tg/hs/admin.asp>

Test Variations

A test variation is a change in the manner in which a test is presented or administered, or in how a test taker is allowed to respond. Test variations include, but are not limited to, accommodations and modifications. An accommodation is a change in the testing environment or process that does not alter what is intended to be tested by the CAHSEE, whereas a modification is a change that alters what is intended to be tested.



Any student whose Individualized Education Program (IEP) or Section 504 Plan specifies the need for accommodations or modifications for use on the CAHSEE, standardized testing, or for use during classroom instruction or assessment must be allowed to use them for the CAHSEE. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and have earned the equivalent of a passing score may be eligible for a diploma if a waiver of the requirement to pass one or both parts of the CAHSEE is granted by the local board. Parents or guardians must ask the school to submit a waiver on behalf of their child. More information on accommodations and modifications can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/accomod.asp>. Students with disabilities must meet the CAHSEE requirement to receive a California high school diploma.

Students who are English learners are required to take the CAHSEE in grade ten with all other tenth grade students. During their first twenty-four months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (*Education Code* Section 60852). During this time, they are still required to take the CAHSEE in English to receive their high school diploma. Recently, test variations for English learners were added to the CAHSEE regulations.

Testing Opportunities

All students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten will be given up to five additional opportunities to retake the test. Students retake only the part(s) of the exam not passed. The CAHSEE testing schedule through the 2005–06 school year is posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>. School districts select their school's testing dates from this schedule.

Reporting/Using Results

Within ten weeks of the administration, school districts are sent two copies of the Student and Parent Report for each student who took the exam. Summary results for each high school, school district, county and the state are posted annually on the Internet.

The passing score for the mathematics part of the exam is approximately 55 percent or a scale score of 350. The passing score for the English-language arts part of the exam is approximately 60 percent or a scale score of 350.

Supplemental Instruction

School districts must provide supplemental instruction aligned to the state academic content standards to assist students who do not demonstrate sufficient progress toward passing the exam. (*Education Code* Section 37252 and 60851[f]) This supplemental instruction shall begin as early as grade seven.

State and Federal Accountability Requirements

The CAHSEE results for grade ten students are being used as one indicator in calculating the Academic Performance Index (API) for each high school and school district for the state accountability program. The CAHSEE results are also used to calculate Adequate Yearly Progress (AYP), part of the federal No Child Left Behind (NCLB) requirement. The use of the CAHSEE as one of the indicators for API and AYP calculations is for state and federal accountability purposes only, and does not apply to passing the CAHSEE.

More Information

Additional information about the CAHSEE is posted on the CDE Web site at: <http://www.cde.ca.gov/ta/tg/hs/>, or by contacting your high school principal.



Student Performance

Since 2001, students have had increased access to the academic standards through CDE's publication of standards-based resources for school districts, teachers, students, and parents/guardians, and through the adoption of kindergarten through grade eight instructional resources in mathematics and English-language arts.

Greater access to academic standards

HumRRO, the independent evaluator of CAHSEE, reported in its biennial evaluation that schools were offering more classes in standards-based instruction and concluded that "The CAHSEE requirement has been a major factor leading to dramatically increased coverage of the California academic standards at both the high school and middle school levels and to development or improvement of courses providing help for students who have difficulty achieving these standards." (*Independent Evaluation of the California High School Exit Examination [CAHSEE]: Second Biennial Report*, February 1, 2004, Executive Summary, p. iii, General Finding 2)

CAHSEE and Standards-based Resources for School Districts, Teachers, Students, and Parents

The CDE has provided the following CAHSEE and standards-based resources:

- *Preparing for the CAHSEE: A Mathematics Study Guide and Preparing for the CAHSEE: An English-Language Arts Study Guide* for students and their parents (2003)
- *California High School Exit Examination – Mathematics Teacher Guide* and *California High School Exit Examination – English-Language Arts Teacher Guide* (2002 and 2003)
- *Promoting Student Success: Remediation Planning Guide for Districts/Schools* (2002)
- *Providing Accommodations for the Spring 2002 Administrations: Training Manual* (2001)
- The release of 130 mathematics CAHSEE test questions, and 129 English-language arts test questions and 4 essays (2001–03)
- *English-Language Arts Adoption of Instructional Materials* (January 2002)
- *Mathematics Adoption of Instructional Materials* (January 2001)



Revisions to the CAHSEE

Additionally, changes have been made to the CAHSEE:

English-Language Arts (ELA)

- Reduced testing time from two days to one
- Reduced number of written essays from two essays to one
- Reduced number of multiple-choice questions in ELA from 94 to 79 (including a small sample of field-test questions)

Mathematics

- Replaced mathematics questions containing less frequently encountered data displays (i.e., stem-and-leaf and box-and-whisker plot) with more commonly encountered displays (e.g., bar charts and line graphs) and limited the number of test questions assessing more than one mathematical concept within a standard.

See **Example one** on page 7.

See **Example two** on page 8.



Example One

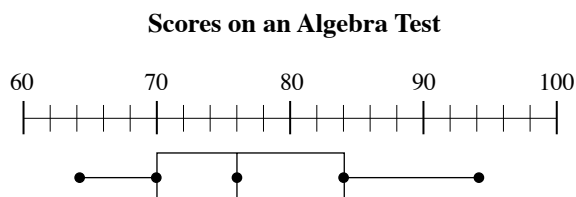
The following mathematics problems illustrate the difference between questions that contain data displays not frequently encountered (Problem 1) with ones that contain commonly encountered displays (Problem 2). Note that both questions effectively assess seventh grade mathematics standard Statistics, Data Analysis, and Probability 1.1. Problem 1, which uses the box-and-whisker plot, is replaced with Problem 2, which uses the more frequently encountered bar graph.

Statistics, Data Analysis, and Probability

1.1 Know various forms of display for data sets, ~~including a stem-and-leaf plot or box-and-whisker plot~~; use the forms to display a single set of data or to compare two sets of data.

Note: The strikethrough on the standard above reflects that the CAHSEE no longer uses stem-and-leaf plots or box-and-whisker plots to assess this standard.

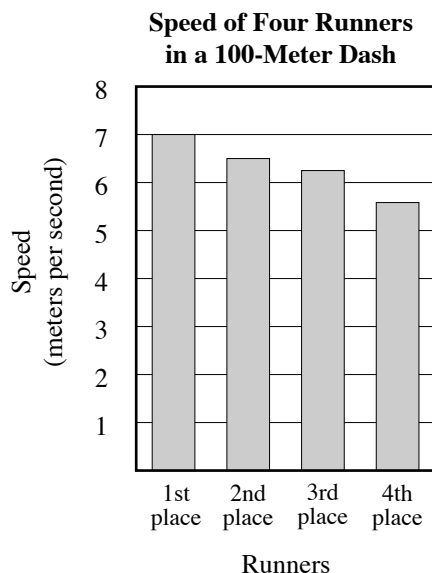
Problem 1



1. According to the box-and-whisker plot, what was the highest score a student received on the algebra test?

- A 76
- B 84
- C 94
- D 100

Problem 2



2. Based on the bar graph shown above, which of the following conclusions is true?

- A Everyone ran faster than 6 meters per second.
- B The best possible rate for the 100-meter dash is 5 meters per second.
- C The first-place runner was four times as fast as the fourth-place runner.
- D The second-place and third-place runners were closest in time to one another.



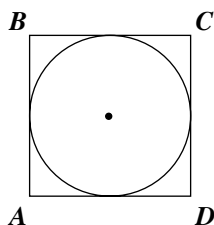
Example Two

Problems 3 and 4, below, both assess Grade 7 Measurement and Geometry Standard 2.1. However, Problem 3 requires students to understand two concepts from the standard (i.e., radius of a circle and perimeter of a square) while Problem 4 only requires students to understand one concept from the standard (i.e., area of a triangle). Items such as Problem 3 still appear on the CAHSEE, but with less frequency.

Measurement and Geometry

2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.

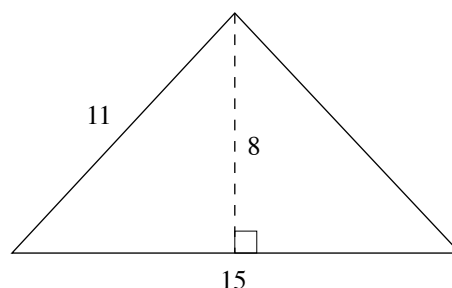
Problem 3



3. In the figure above, the radius of the inscribed circle is 6 inches (in.). What is the perimeter of square $ABCD$?

A 12π in.
B 36π in.
C 24 in.
D 48 in.

Problem 4



4. What is the area of the triangle shown above?

A 44 square units
B 60 square units
C 88 square units
D 120 square units



Using 2004 Results to Promote Student Success

Counties, school districts, and schools are encouraged to use the 2004 summary results and other standards-based evidence of student achievement to develop and implement an ongoing process for refining classroom instruction and school programs. The goal is to work with school staff to identify patterns of student performance and identify program areas needing improvement. The steps outlined below can be used by school personnel to analyze student performance, evaluate classroom instruction, and develop a plan for improvement.

Purpose

- To develop and implement an ongoing process for refining classroom instruction and school programs, using CAHSEE results and other standards-based evidence of student achievement
- To involve all staff, with student and parent input, in the evaluation and refinement process and articulate identified refinements with other district schools
- To develop a plan to provide additional assistance for students who did not pass one or both part(s) of the CAHSEE

Examples of data that could be used for evaluating student achievement might include but not be limited to:

- Student feedback concerning student preparation and CAHSEE results
- Individual, school, and school district CAHSEE data from previous administrations
- STAR data and grade records for students participating in the CAHSEE
- Comparative data from feeder school program participation and current and past CAHSEE results
- Program participation data from any and all remedial programs offered by the school and by outside agencies, if any
- Any other relevant data collected by the school (attendance rates, disciplinary referrals, etc.)
- Assessments aligned with academic standards
- School district and school level formative or benchmark assessments
- Passage rates and program information from schools similar either in student population or in geography

Step 1. Identify and collect data about the academic achievement of students (individual and group data).

- Construct a process for identifying, collecting, and compiling the data to examine patterns across individual student and group scores. (It is suggested that a staff workgroup, consisting of those involved in remediation as well as a representative(s) of administration and content areas of English-language arts and mathematics be convened for this phase of the process.)
- Identify sources of information that are available to use in the review of the academic achievement of students.
- Gather data from all students who have completed the CAHSEE, whether or not they passed, to obtain feedback from students about the support they have been given and to identify effective and ineffective strategies offered through classroom instruction and other support activities.



- Collect and compile data from other sources about student achievement to help identify students needing some level of remediation and program areas (curriculum and/or instruction) needing modification.

Step 2. Review collected data about the academic achievement of students to prepare information for possible program planning.

- Once the student questionnaires have been completed and gathered, compile results for staff review.
- Develop a plan for how to combine student achievement data from multiple sources.
- Compile data about student achievement from other sources to identify possible program modifications and students in need of remediation and to design remediation efforts.

Ten Essential Questions for Reviewing Student Data

1. What percentage of first-time test takers passed the CAHSEE? Is this number an increase or decrease over past test administrations? What does this increase or decrease signify?
2. What percentage of eligible students have taken the CAHSEE more than once? How do the passage rates compare with past test administrations?
3. What does CAHSEE, or other test data, reveal about the achievement of subgroups?
4. Of those students who have taken the CAHSEE more than once, are their scores changing? If yes, by how many points? Do those students who are changing their scores fall into any type of pattern (i.e., gender, participation in certain programs)?
5. Do patterns identify any strengths or weaknesses in instructional programs for mathematics and English-language arts? How do the identified strengths and weaknesses relate to the content standards addressed in those core subjects?
6. Are the results of the CAHSEE predictable according to data from feeder schools? Is there a relationship between middle and high school grades and scores on the CAHSEE? How do CAHSEE results compare with STAR results, and what patterns may be seen in the differences that exist?
7. How do other school data help predict passage rates? Is there a relationship, for example, between attendance and passage? Do test results tend to correspond with data about program changes or transfer and/or dropout rates? What steps are being taken to address any existing correlations?
8. What programs are identified by staff and students and supported by data as the most effective for remediation?
9. Within each program that provides supplemental instruction, what materials and/or strategies do students identify as most helpful (effective)? Do test results support this perception?
10. What additional programs serving similar student populations might be used for remediation? What is the success rate of these programs?



- Organize staff workgroups by content area to review, analyze, and evaluate data about student achievement.
- With results of the data review, prepare a brief but comprehensive report by the workgroup for presentation to the entire staff. (The report should include suggestions regarding program improvement, based on the data presented.)
- Evaluate student feedback concerning CAHSEE results and student preparation.

Step 3. Evaluate classroom instruction and/or programs implemented to ensure student success (based on data review).

- Convene a staff meeting (all staff) for a presentation of the findings and recommendations of the data review workgroup. (Successes should be highlighted and celebrated first; then the conversation should focus on developing a list of priorities for refining the curriculum, instruction, assessment, and remediation.)
- Ask all staff members to examine their own role in student preparation and support and to identify at least one change they plan to make to improve the academic achievement for their students.
- Convene staff members by department to discuss results of the individual CAHSEE preparation analysis and to consider program and instructional recommendations.
- Record intended goals by department and each individual and determine a method for collecting data to evaluate results after program changes have been implemented.
- Submit to the administration a summary of proposed program refinements prepared by each department.
- Identify diagnostic tools teachers can use to evaluate their students' specific strengths and weaknesses.
- Determine methods for evaluating how students are placed in remediation programs and what programs are successful.

Step 4. Incorporate proposed program changes, identified through the evaluation process, into the school plan and continue implementation and refinement.

- Review proposed program changes/refinements with each department and finalize recommendations.
- Compile all finalized departmental reports and incorporate into a school action plan, with timeline, identifying roles and responsibilities, needed professional development activities, and methods for monitoring progress and evaluating outcomes.
- Plan and conduct training(s) for instituting changes and schedule staff time for evaluating progress and/or making additional modifications.
- Develop a school accountability system to ensure that changes are carried out.

**Step 5. Communicate program results and steps for refinement to key stakeholders.**

- Identify populations that must be informed and/or included in program refinement planning or implementation; these might include but not be limited to:
 - *District staff, including administrators and their support staff* – All staff should be updated about programmatic changes as they are made.
 - *Governing boards* – Board members need clear explanations of program changes to allow for informed decision-making if new policies, policy modifications, and/or funding are necessary.
 - *Student population* – Students should be informed about changes, and changes made in response to student requests should be acknowledged.
 - *Parents/guardians and families* – Parents/guardians and families should be kept informed of all changes, even if their students are not directly involved.
 - *General public* – The general public should be kept informed about the CAHSEE and what is being done to prepare students for the test.
 - *Feeder districts and alternative school sites* – Ongoing dialogue should be conducted between feeder schools and receiving high schools, as well as any alternative sites for students. (Feeder schools should receive information about their former students' achievement on standards addressed on the CAHSEE.)
- Make a particular effort to provide accurate and timely information to parents and students who are in danger of not passing the CAHSEE. Program changes that will impact students should be explained in a form of communication that has been recorded, and when possible, acknowledged in writing by both the student and the student's parents/guardians.
- Make information available in the parents/guardians' primary languages, when possible. (Every effort also should be made to deliver important information outside of traditional channels [i.e., through television and radio programs in parents' primary languages].)
- Include information to students and parents/guardians about all options for delivery of student services, including scheduling of available services, services provided, and methods for program effectiveness evaluation. Copies of all information should be preserved for documentation and reference.
- Communicate with the general public through news releases and other news source. (Information should include positive test results and program improvements and curricular and/or instructional programs that still need to be addressed. Schools should make every effort to demonstrate the goal that all students can and will be successful. Efforts to keep the public informed also should include information about the difficulty level of the CAHSEE [including sample test items], what is being done to prepare students for the test, and directions to access group test results posted on the Internet.)



Internet Reports

The 2003–04 CAHSEE summary results will be accessible through the CDE Web site at <http://cahsee.cde.ca.gov>. This Web site has a link to the CDE DataQuest Web site, where the reports are generated. Instructions to assist you in accessing this Web site are included in this section.

The DataQuest Web site will display:

- Summary results for the February, March, and May 2004 administrations.
- Summary results at the school, school district, county, and state levels.
- Combined results of the February, March, and May 2004 administrations.
- Summary results for students by grade, gender, ethnicity, language fluency, socioeconomic status, and special education program participation.
- Summary results for English-language arts, including number of students tested, number passed, percent passed, average (mean) scale score, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and the average of two independent scores for the writing application (i.e. essay).
- Summary results for mathematics, including number of students tested, number passed, percent passed, number not passed, mean scale score, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and Algebra I).
- Summary roster reports at the school district, county, and state levels. For example, a school district roster report for any given administration would display the overall results for each school in the school district that participated in that administration.

When the 2003–04 CAHSEE summary results are released, research files also will be available in tab-delimited format to allow for more complex analyses and customized reporting of the data. These files will be available on the CDE Web site at: <http://cahsee.cde.ca.gov>.



Accessing Internet Reports

This section provides directions to access district-level results on the CDE Web site. Reports for schools, counties, and the state can be accessed using a similar approach.

The screenshot shows the California Department of Education website. At the top is the CDE logo and the text "California Department of EDUCATION". Below this is a navigation bar with links: Curriculum & Instruction, Testing & Accountability, Professional Development, Finance & Grants, Data & Statistics, Learning Support, and Specialized Programs. The main content area is titled "California High School Exit Exam (CAHSEE) Internet Reports" and lists four links: School Reports, District Reports, County Reports, and State Reports. At the bottom, it provides contact information for the CDE's CAHSEE Office and the last modified date (April 26, 2004).

California Department of Education
1430 N Street
Sacramento, CA 95814

To access the CAHSEE district-level results:

1. Go to <http://cahsee.cde.ca.gov/reports.asp>
2. Click on "District Reports."
3. From the drop down menu, select a school year.

The screenshot shows the "DataQuest" page on the California Department of Education website. It features a navigation bar with links: CDE Home, API Home, AYP Home, CAHSEE Home, CELDT Home, Demographic Data Files, Physical Fitness Test Site, SARC Home, Special Education Home, and STAR Home. The main content area is titled "DataQuest" and "Select Year of Data and Enter District Name". It includes a section for "1) Determine time frame:" with a radio button for "Single year -- select year:" and a dropdown menu showing "2002-03". Below this is a section for "2) Type a portion of the name then press the 'Submit' button." with a text input field containing "sa" and a "Submit" button.


California Department of Education
DataQuest

1) Determine time frame:
☒ Single year -- select year: 2002-03

2) Type a portion of the name then press the "Submit" button.
sa
Submit

4. Type a portion of the district name.
5. Click the "submit" button.



**California** Department of
EDUCATION

DataQuest

[CDE Home](#) | [API Home](#) | [AYP Home](#) | [CAHSEE Home](#) | [CELDT Home](#) | [Demographic Data Files](#)
[Physical Fitness Test Site](#) | [SARC Home](#) | [Special Education Home](#) | [STAR Home](#)

California High School Exit Exam (CAHSEE)
Year of data selected: 2002-03 [CAHSEE Research Files](#)

Select District:
3467439 - - Sacramento City Unified

Select Report:
☒ High School Exit exam Results by Program
☐ High School Exit Exam Results by Program (with school info.)
☐ High School Exit Exam Results by Gender, Ethnicity
☐ High School Exit Exam Results by Gender, Ethnicity (with school data)
☐ District Roster (with school data)
☐ CAHSEE District Report

Specify administration: **Combined**

Select Test: (District Roster or CAHSEE District Report)
☒ English-Language Arts (ELA)
☐ Mathematics

Combined indicates results for all exam administrations in the selected school year.
Note: Repeat test takers may take the CAHSEE multiple times in a school year.

Submit

6. From the drop down menu under "Select District," select a school district.
7. Under "Select Report," select one option.
8. From the drop down menu beside "Specify administration," select one of the administrations. The "Combined" option will combine results from all administrations during the selected school year.
9. Under "Select Test," select one option.



CAHSEE Summary Reports

The CAHSEE summary reports are available through the CDE Web site at <http://cahsee.cde.ca.gov> and provide school, school district, county, and state results for either a single test administration or for combined administrations within a school year. Various report options are available through DataQuest, but two primary reports are the Demographic Summary Reports and Roster Reports. The Demographic Summary Reports display results for various demographic categories including grade, gender, ethnicity, language fluency, economic status, and special education program participation. The Roster Reports display overall results for (1) all schools within a school district, (2) all school districts within a county, and (3) all counties within the state. This section contains samples of the following reports:

- Sample School Report: English-Language Arts
Demographic Summary for All Students Tested
- Sample School Report: Mathematics
Demographic Summary for All Students Tested
- Sample School District Report: Mathematics
Demographic Summary for All Students Tested
- Sample School District Report: Mathematics
Roster for All Students Tested
- Sample County Report: English-Language Arts
Demographic Summary for All Students Tested
- Sample County Report: English-Language Arts
Roster for All Students Tested

Demographic Summary Report Column Heading Definitions

The following are the definitions for each column heading used on Demographic Summary Reports and Roster Reports.

Number Tested – This represents the number of valid answer documents scored overall and by demographic category. Number tested does not include invalid answer documents that represent students who were tested and did not answer enough test questions to be scored, took the test with a modification, or cheated. The sum of the number tested by demographic category is equal to the number for “All Students Tested.”

Number Passed – This represents the number of students who received a passing score (i.e., a scale score of 350 or greater). The number passed by demographic category is a subset of the Number Tested.



Percent Passed – This represents the percentage of students who received a passing score (i.e., a scale score of 350 or greater). The percent passed is calculated by dividing the number of students who passed by the number of students for whom there were valid answer documents and multiplying by 100.

Number Not Passed – This represents the number of students who did not receive a passing score (i.e., a scale score of less than 350). The number not passed by demographic category is a subset of the Number Tested. The number passed plus the number not passed equals the number tested.

Percent Not Passed – This represents the percentage of students who did not pass. The percent not passed is calculated by dividing the number of students who did not pass by the number of students for whom there were valid answer documents and multiplying by 100.

Mean Scale Score – This is the average scale score of all students who took the English-language arts examination on the test date. The mean scale score is calculated by summing the actual scale scores for each student tested and dividing the sum by the number of students for whom there were valid answer documents.

English-Language Arts

The English-language arts reports provide the following results:

Reading – The reading section includes the percent correct in each reading strand (Word Analysis, Reading Comprehension, Literary Response and Analysis) tested in English-language arts. Percent correct is calculated by taking the total number of questions tested per strand, dividing by the number of questions answered correctly in that strand, and multiplying by 100.

Writing – The writing section includes the percent correct in each writing strand (Writing Strategies, Writing Conventions) tested in English-language arts. Percent correct is calculated by taking the total number of questions tested per strand and dividing by the number of questions answered correctly in that strand and multiplying by 100.

Writing Application – The writing application includes the total number of points awarded to the student essay. The student essay receives two scores that range from 1.0 (lowest) to 4.0 (highest) or non-scorable (NS). The average of these two scores is listed. The writing application score counts for 20 percent of the total English-language arts score.



Mathematics

The mathematics reports provide the following results:

Strands for Mathematics – The average percent correct for each mathematics strand (Probability & Statistics, Number Sense, Algebra & Functions, Measurement & Geometry, and Algebra I) is listed in the last five columns, overall and by demographic category. The average percent correct is calculated from the percent correct of all students who tested in mathematics on the test date.

Note: Dashes (--) indicate that for groups of 10 or fewer, data were suppressed to maintain the anonymity of the students tested.



Sample School Report: English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary for All Students Tested
English-Language Arts (March 2004)
File Date: 8/4/2004

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 886

| | Number Tested | Number Passed | Percent Passed | Number Not Passed | Percent Not Passed | Mean Scale Score | Reading Avg. Percent Correct | | | Writing Avg. Percent Correct | | Writing Application* Average Score |
|--|---------------|---------------|----------------|-------------------|--------------------|------------------|---------------------------------|---------------|---------------------|---------------------------------|---------------|---------------------------------------|
| | | | | | | | Word Analysis | Reading Comp. | Lit. Resp. Analysis | Writing Strat. | Writing Conv. | |
| All Students Tested (Average) | 886 | 754 | 85% | 132 | 15% | 388 | 83% | 79% | 81% | 67% | 76% | 2.6 |
| Grade | | | | | | | | | | | | |
| Tenth | 886 | 754 | 85% | 132 | 15% | 388 | 83% | 79% | 81% | 67% | 76% | 2.6 |
| Eleventh | -- | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Twelfth | -- | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Adult ed. | -- | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Unknown | -- | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Gender | | | | | | | | | | | | |
| Male | 470 | 378 | 80% | 92 | 20% | 383 | 82% | 77% | 79% | 65% | 73% | 2.5 |
| Female | 416 | 376 | 90% | 40 | 10% | 393 | 84% | 80% | 84% | 70% | 79% | 2.7 |
| Unknown | -- | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Ethnicity | | | | | | | | | | | | |
| American Indian or Alaska Native | -- | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Asian | 52 | 48 | 92% | 4 | 8% | 397 | 88% | 83% | 84% | 74% | 82% | 2.7 |
| Pacific Islander | -- | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Filipino | 17 | 17 | 100% | 0 | --% | 401 | 90% | 82% | 91% | 74% | 86% | 2.7 |
| Hispanic or Latino | 288 | 220 | 76% | 68 | 24% | 376 | 77% | 73% | 75% | 61% | 71% | 2.4 |
| African American (not of Hispanic origin) | 79 | 64 | 81% | 15 | 19% | 379 | 81% | 74% | 79% | 66% | 71% | 2.4 |
| White (not of Hispanic origin) | 443 | 400 | 90% | 43 | 10% | 396 | 86% | 82% | 85% | 71% | 78% | 2.7 |
| Unknown | -- | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Language Fluency | | | | | | | | | | | | |
| English Only Students | 732 | 647 | 88% | 85 | 12% | 391 | 84% | 80% | 84% | 69% | 77% | 2.5 |
| Initially Fluent English Proficient (IFEP) | 51 | 43 | 84% | 8 | 16% | 388 | 81% | 79% | 79% | 70% | 75% | 2.6 |
| Redesignated Fluent English Proficient (RFEP) | 41 | 41 | 100% | 0 | 0% | 398 | 86% | 82% | 86% | 73% | 83% | 2.7 |
| English Learner Students | 62 | 23 | 37% | 39 | 63% | 341 | 63% | 56% | 55% | 42% | 55% | 1.6 |
| Unknown | -- | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Economic Status | | | | | | | | | | | | |
| Non-Economically Disadvantaged Students | 560 | 517 | 92% | 43 | 8% | 397 | 87% | 83% | 86% | 72% | 79% | 2.7 |
| Economically Disadvantaged Students | 205 | 138 | 67% | 67 | 33% | 367 | 73% | 69% | 72% | 57% | 67% | 2.2 |
| Unknown | 121 | 99 | 82% | 22 | 18% | 381 | 80% | 76% | 79% | 63% | 72% | 2.5 |
| Special Education Program Participation | | | | | | | | | | | | |
| Students Receiving Services | 68 | 16 | 24% | 52 | 76% | 330 | 51% | 52% | 50% | 34% | 42% | 1.8 |
| Students Not Receiving Services | 818 | 738 | 90% | 80 | 10% | 393 | 85% | 81% | 84% | 70% | 78% | 2.6 |

* The student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Application score counts as 20% of the total English-Language Arts score

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tq/hs>.



Sample School Report: Mathematics

Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary for All Students Tested
Mathematics (March 2004)
File Date: 8/4/2004

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 894

| | Number Tested | Number Passed | Percent Passed | Number Not Passed | Percent Not Passed | Mean Scale Score | Strands for Mathematics (Average Percent Correct) | | | | |
|--|---------------|---------------|----------------|-------------------|--------------------|------------------|--|--------------|-----------------|------------------|-----------|
| | | | | | | | Probability & Stat. | Number Sense | Algebra & Func. | Meas. & Geometry | Algebra I |
| All Students Tested (Average) | 894 | 752 | 84% | 142 | 16% | 385 | 74% | 74% | 72% | 69% | 62% |
| Grade | | | | | | | | | | | |
| Tenth | 894 | 752 | 84% | 142 | 16% | 385 | 74% | 74% | 72% | 69% | 62% |
| Eleventh | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Twelfth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Adult ed. | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Unknown | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Gender | | | | | | | | | | | |
| Male | 477 | 397 | 83% | 80 | 17% | 386 | 74% | 75% | 72% | 70% | 61% |
| Female | 417 | 355 | 85% | 62 | 15% | 385 | 74% | 74% | 73% | 68% | 63% |
| Unknown | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Ethnicity | | | | | | | | | | | |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 51 | 50 | 98% | 1 | 2% | 411 | 85% | 86% | 84% | 83% | 75% |
| Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | 17 | 16 | 94% | 1 | 6% | 399 | 78% | 84% | 79% | 77% | 70% |
| Hispanic or Latino | 294 | 226 | 77% | 68 | 23% | 375 | 68% | 70% | 68% | 64% | 58% |
| African American (not of Hispanic origin) | 77 | 56 | 73% | 21 | 27% | 370 | 66% | 65% | 67% | 60% | 55% |
| White (not of Hispanic origin) | 448 | 399 | 89% | 49 | 11% | 390 | 78% | 77% | 75% | 72% | 64% |
| Unknown | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Language Fluency | | | | | | | | | | | |
| English Only Students | 738 | 633 | 86% | 105 | 14% | 386 | 75% | 75% | 73% | 70% | 63% |
| Initially Fluent English Proficient (IFEP) | 51 | 45 | 88% | 6 | 12% | 388 | 74% | 78% | 75% | 72% | 61% |
| Redesignated Fluent English Proficient (RFEP) | 41 | 41 | 100% | 0 | 0% | 400 | 79% | 83% | 80% | 79% | 72% |
| English Learner Students | 64 | 33 | 52% | 31 | 48% | 357 | 57% | 57% | 58% | 51% | 50% |
| Unknown | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Economic Status | | | | | | | | | | | |
| Non-Economically Disadvantaged Students | 564 | 512 | 91% | 52 | 9% | 391 | 78% | 78% | 76% | 76% | 65% |
| Economically Disadvantaged Students | 210 | 146 | 70% | 64 | 30% | 370 | 65% | 65% | 65% | 60% | 55% |
| Unknown | 120 | 94 | 78% | 26 | 22% | 381 | 73% | 72% | 71% | 87% | 60% |
| Special Education Program Participation | | | | | | | | | | | |
| Students Receiving Services | 73 | 12 | 12% | 61 | 84% | 334 | 43% | 47% | 43% | 39% | 33% |
| Students Not Receiving Services | 821 | 740 | 90% | 81 | 10% | 389 | 77% | 77% | 75% | 72% | 65% |

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tq/hs>.



Sample School District Report: Mathematics Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary for All Students Tested
Mathematics (March 2004)
File Date: 8/4/2004

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of Students Tested: 3,031

| | Number Tested | Number Passed | Percent Passed | Number Not Passed | Percent Not Passed | Mean Scale Score | Strands for Mathematics (Average Percent Correct) | | | | |
|--|---------------|---------------|----------------|-------------------|--------------------|------------------|--|--------------|-----------------|------------------|-----------|
| | | | | | | | Probability & Stat. | Number Sense | Algebra & Func. | Meas. & Geometry | Algebra I |
| All Students Tested (Average) | 3,031 | 2,364 | 78% | 657 | 22% | 379 | 71% | 71% | 69% | 65% | 59% |
| Grade | | | | | | | | | | | |
| Tenth | 3,031 | 2,364 | 78% | 657 | 22% | 379 | 71% | 71% | 69% | 65% | 59% |
| Eleventh | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Twelfth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Adult ed. | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Unknown | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Gender | | | | | | | | | | | |
| Male | 1,561 | 1,209 | 77% | 352 | 23% | 378 | 71% | 71% | 69% | 65% | 58% |
| Female | 1,469 | 1,154 | 79% | 315 | 21% | 379 | 71% | 71% | 70% | 64% | 60% |
| Unknown | 1 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Ethnicity | | | | | | | | | | | |
| American Indian or Alaska Native | 20 | 11 | 55% | 9 | 45% | 355 | 60% | 68% | 61% | 55% | 52% |
| Asian | 157 | 144 | 92% | 13 | 8% | 404 | 80% | 82% | 81% | 79% | 74% |
| Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | 58 | 55 | 95% | 3 | 5% | 398 | 78% | 81% | 76% | 77% | 71% |
| Hispanic or Latino | 1,286 | 880 | 68% | 406 | 32% | 368 | 65% | 66% | 64% | 58% | 54% |
| African American (not of Hispanic origin) | 181 | 132 | 73% | 49 | 27% | 369 | 67% | 66% | 56% | 59% | 55% |
| White (not of Hispanic origin) | 1,318 | 1,131 | 86% | 187 | 14% | 387 | 76% | 76% | 73% | 69% | 63% |
| Unknown | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Language Fluency | | | | | | | | | | | |
| English Only Students | 2,283 | 1,869 | 82% | 414 | 18% | 382 | 74% | 73% | 71% | 67% | 61% |
| Initially Fluent English Proficient (IFEP) | 171 | 134 | 78% | 37 | 22% | 379 | 69% | 73% | 71% | 65% | 59% |
| Redesignated Fluent English Proficient (RFEP) | 218 | 204 | 94% | 14 | 6% | 387 | 76% | 77% | 73% | 71% | 65% |
| English Learner Students | 356 | 156 | 44% | 200 | 56% | 349 | 51% | 53% | 54% | 48% | 45% |
| Unknown | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Economic Status | | | | | | | | | | | |
| Non-Economically Disadvantaged Students | 1,564 | 1,363 | 87% | 201 | 13% | 389 | 77% | 77% | 74% | 71% | 64% |
| Economically Disadvantaged Students | 1,036 | 688 | 66% | 348 | 34% | 366 | 64% | 65% | 63% | 57% | 53% |
| Unknown | 431 | 313 | 73% | 118 | 27% | 373 | 68% | 68% | 57% | 62% | 56% |
| Special Education Program Participation | | | | | | | | | | | |
| Students Receiving Services | 296 | 69 | 23% | 227 | 77% | 338 | 46% | 47% | 46% | 42% | 36% |
| Students Not Receiving Services | 2,735 | 2,295 | 84% | 440 | 16% | 383 | 74% | 74% | 72% | 67% | 62% |

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.



Sample School District Report: Mathematics

Roster for All Students Tested

California High School Exit Examination
School Listing – EXAMPLE SCHOOL DISTRICT
Mathematics (March 2004)

File Date: 8/4/2004

Number of Students Tested: 3,031

- [To Research Files](#)
- [Back to District Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

| District Code and Name | Number Tested | Number Passed | Percent Passed | Number Not Passed | Percent Not Passed | Mean Scale Score | Strands for Mathematics (Average Percent Correct) | | | | |
|-------------------------------|---------------|---------------|----------------|-------------------|--------------------|------------------|--|--------------|-----------------|------------------|-----------|
| | | | | | | | Probability & Stat. | Number Sense | Algebra & Func. | Meas. & Geometry | Algebra I |
| All Students Tested (Average) | 3,031 | 2,364 | 78% | 667 | 22% | 379 | 71% | 71% | 69% | 65% | 59% |
| 0000001 Example School #2 | 748 | 544 | 73% | 204 | 27% | 374 | 67% | 68% | 67% | 62% | 57% |
| 0000002 Example School #3 | 695 | 540 | 78% | 155 | 22% | 376 | 71% | 70% | 68% | 63% | 58% |
| 0000004 Example School #5 | 36 | 24 | 67% | 12 | 33% | 365 | 64% | 61% | 64% | 59% | 53% |
| 0000006 Example School #7 | 616 | 498 | 81% | 118 | 19% | 382 | 73% | 74% | 71% | 65% | 60% |
| 0000007 Example School #8 | 37 | 6 | 16% | 31 | 84% | 333 | 42% | 47% | 42% | 38% | 36% |
| 0000008 Example School #9 | 894 | 752 | 84% | 142 | 16% | 385 | 74% | 74% | 72% | 69% | 62% |

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.



Sample County Report: English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary for All Students Tested
EXAMPLE COUNTY
English-Language Arts (March 2004)
File Date: 8/4/2004

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 18,125

| | Number Tested | Number Passed | Percent Passed | Number Not Passed | Percent Not Passed | Mean Scale Score | Reading Avg. Percent Correct | | | Writing Avg. Percent Correct | | Writing Application Average Score |
|--|---------------|---------------|----------------|-------------------|--------------------|------------------|---------------------------------|---------------|---------------------|---------------------------------|---------------|--------------------------------------|
| | | | | | | | Word Analysis | Reading Comp. | Lit. Resp. Analysis | Writing Strat. | Writing Conv. | Essay |
| All Students Tested (Average) | 18,125 | 13,383 | 74% | 4,742 | 26% | 374 | 76% | 74% | 75% | 60% | 69% | 2.3 |
| Grade | | | | | | | | | | | | |
| Tenth | 18,105 | 13,381 | 74% | 4,724 | 26% | 374 | 78% | 74% | 75% | 60% | 69% | 2.3 |
| Eleventh | -- | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Twelfth | -- | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Adult ed. | 2 | -- | --% | -- | --% | -- | --% | --% | --% | --% | --% | -- |
| Unknown | 18 | 2 | 11% | 16 | 89% | 321 | 57% | 45% | 43% | 31% | 46% | 1.3 |
| Gender | | | | | | | | | | | | |
| Male | 9,002 | 6,259 | 70% | 2,743 | 30% | 369 | 77% | 72% | 72% | 58% | 66% | 2.2 |
| Female | 9,107 | 7,115 | 78% | 1,992 | 22% | 380 | 78% | 75% | 77% | 62% | 72% | 2.4 |
| Unknown | 16 | 9 | 56% | 7 | 44% | 344 | 67% | 62% | 62% | 39% | 49% | 1.7 |
| Ethnicity | | | | | | | | | | | | |
| American Indian or Alaska Native | 140 | 95 | 68% | 45 | 32% | 367 | 77% | 70% | 74% | 55% | 63% | 2.2 |
| Asian | 591 | 502 | 85% | 89 | 15% | 390 | 83% | 78% | 80% | 68% | 77% | 2.8 |
| Pacific Islander | 81 | 61 | 75% | 20 | 25% | 374 | 78% | 72% | 75% | 58% | 70% | 2.4 |
| Filipino | 297 | 268 | 90% | 29 | 10% | 392 | 85% | 80% | 82% | 70% | 79% | 2.6 |
| Hispanic or Latino | 8,493 | 5,341 | 63% | 3,152 | 37% | 362 | 72% | 68% | 68% | 53% | 63% | 2.1 |
| African American (not of Hispanic origin) | 1,451 | 996 | 69% | 455 | 31% | 367 | 76% | 70% | 72% | 56% | 65% | 2.2 |
| White (not of Hispanic origin) | 6,919 | 6,013 | 87% | 906 | 13% | 390 | 85% | 81% | 82% | 68% | 75% | 2.5 |
| Unknown | 153 | 107 | 70% | 46 | 30% | 369 | 78% | 71% | 72% | 57% | 65% | 2.2 |
| Language Fluency | | | | | | | | | | | | |
| English Only Students | 12,395 | 10,023 | 81% | 2,372 | 19% | 362 | 82% | 77% | 78% | 64% | 72% | 2.4 |
| Initially Fluent English Proficient (IFEP) | 1,243 | 942 | 76% | 301 | 24% | 373 | 78% | 74% | 74% | 59% | 69% | 2.3 |
| Redesignated Fluent English Proficient (RFEP) | 1,449 | 1,296 | 89% | 153 | 11% | 383 | 83% | 79% | 80% | 65% | 75% | 2.5 |
| English Learner Students | 2,916 | 1,034 | 35% | 1,882 | 65% | 338 | 60% | 57% | 55% | 41% | 52% | 1.7 |
| Unknown | 122 | 88 | 72% | 34 | 28% | 373 | 77% | 74% | 75% | 60% | 67% | 2.2 |
| Economic Status | | | | | | | | | | | | |
| Non-Economically Disadvantaged Students | 8,612 | 7,429 | 86% | 1,183 | 14% | 389 | 84% | 80% | 81% | 68% | 76% | 2.6 |
| Economically Disadvantaged Students | 7,634 | 4,678 | 61% | 2,956 | 39% | 360 | 72% | 67% | 68% | 52% | 62% | 2.1 |
| Unknown | 1,879 | 1,276 | 68% | 603 | 32% | 367 | 76% | 71% | 71% | 56% | 65% | 2.1 |
| Special Education Program Participation | | | | | | | | | | | | |
| Students Receiving Services | 1,719 | 438 | 25% | 1,281 | 75% | 330 | 56% | 52% | 50% | 36% | 44% | 1.5 |
| Students Not Receiving Services | 16,406 | 12,945 | 79% | 3,461 | 21% | 379 | 80% | 76% | 77% | 63% | 71% | 2.4 |

* The student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Application score counts as 20% of the total English-Language Arts score

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tq/hs/>



Sample County Report: English-Language Arts Roster for All Students Tested

California High School Exit Examination
District Listing – EXAMPLE COUNTY
English-Language Arts (March 2004)
File Date: 8/4/2004

- [To Research Files](#)
- [Back to County Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

Number of Students Tested: 18,125

| | Number Tested | Number Passed | Percent Passed | Number Not Passed | Percent Not Passed | Mean Scale Score | Reading Avg. Percent Correct | | | Writing Avg. Percent Correct | | Writing Application* |
|-----------------------------------|---------------|---------------|----------------|-------------------|--------------------|------------------|---------------------------------|---------------|---------------------|---------------------------------|---------------|----------------------|
| | | | | | | | Word Analysis | Reading Comp. | Lit. Resp. Analysis | Writing Strat. | Writing Conv. | Average Score |
| | | | | | | | | | | | | |
| All Students Tested (Average) | 18,125 | 13,383 | 74% | 4,742 | 26% | 374 | 78% | 74% | 75% | 60% | 69% | 2.3 |
| 00000 Example School District #1 | 67 | 36 | 54% | 31 | 46% | 348 | 65% | 63% | 60% | 45% | 53% | 1.9 |
| 00001 Example School District #2 | 303 | 174 | 57% | 129 | 57% | 356 | 74% | 63% | 65% | 48% | 63% | 2.1 |
| 00002 Example School District #3 | 282 | 206 | 73% | 76 | 27% | 374 | 80% | 73% | 75% | 61% | 69% | 2.2 |
| 00003 Example School District #4 | 45 | 4 | 9% | 41 | 91% | 306 | 40% | 37% | 34% | 30% | 35% | 0.9 |
| 00004 Example School District #5 | 834 | 420 | 50% | 414 | 50% | 351 | 66% | 63% | 63% | 48% | 55% | 2.0 |
| 00005 Example School District #6 | 3,054 | 2,425 | 79% | 629 | 21% | 381 | 80% | 76% | 78% | 63% | 72% | 2.4 |
| 00006 Example School District #7 | 1,915 | 1,418 | 74% | 497 | 26% | 374 | 80% | 74% | 74% | 59% | 69% | 2.3 |
| 00007 Example School District #8 | 1,502 | 1,134 | 75% | 368 | 25% | 375 | 79% | 75% | 76% | 62% | 89% | 2.3 |
| 00008 Example School District #9 | 1,476 | 941 | 64% | 535 | 36% | 361 | 74% | 69% | 68% | 53% | 64% | 2.0 |
| 00009 Example School District #10 | 94 | 59 | 63% | 35 | 37% | 358 | 72% | 68% | 67% | 49% | 61% | 2.0 |
| 00010 Example School District #11 | 2,547 | 1,783 | 70% | 764 | 30% | 369 | 75% | 72% | 72% | 58% | 66% | 2.2 |
| 00011 Example School District #12 | 1,347 | 1,230 | 91% | 117 | 9% | 394 | 84% | 81% | 83% | 71% | 79% | 2.7 |
| 00012 Example School District #13 | 51 | 38 | 75% | 13 | 25% | 369 | 78% | 75% | 73% | 60% | 67% | 2.1 |
| 00013 Example School District #14 | 1,464 | 966 | 66% | 498 | 34% | 366 | 75% | 71% | 71% | 55% | 65% | 2.1 |
| 00014 Example School District #15 | 208 | 159 | 76% | 49 | 24% | 372 | 79% | 75% | 75% | 64% | 69% | 2.0 |
| 00015 Example School District #16 | 2,480 | 2,077 | 84% | 403 | 16% | 389 | 83% | 79% | 81% | 67% | 74% | 2.6 |
| 00016 Example School District #17 | 440 | 298 | 68% | 142 | 32% | 366 | 75% | 70% | 72% | 56% | 65% | 2.2 |
| 00017 Example School District #18 | 16 | 15 | 94% | 1 | 6% | 403 | 92% | 88% | 90% | 70% | 81% | 2.7 |

* The student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Application score counts as 20% of the total English-Language Arts score.

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Appendix

2003–04 CAHSEE Summary Results: Tab-Delimited Research File Layout



2003–04 CAHSEE Summary Results: Tab-Delimited Research File Layout

| Field Description | Corresponding Database Field | Acceptable Values |
|--|------------------------------|---|
| County Code | CountyCode | Alpha numeric |
| District Code | DistrictCode | Alpha numeric |
| Charter Number (only populated for independent charters) | CharterNumber | Alpha numeric |
| School Code | SchoolCode | Alpha numeric |
| County Name | CountyName | Alpha numeric |
| District Name | DistrictName | Alpha numeric |
| School Name | Schoolname | Alpha numeric |
| Record Type | RecordType | 04 = state 05 = county 06 = district 07 = school |
| Summary Type | SummaryType | 01 = All Students Tested 02 = Grade 10 03 = Grade 11 04 = Grade 12 05 = Grade AE 06 = Grade Unknown 07 = Male 08 = Female 09 = Gender Unknown 10 = American Indian or Alaskan Native 11 = Asian 12 = Pacific Islander 13 = Filipino 14 = Hispanic or Latino 15 = African American 16 = White 17 = Race/Ethnicity Unknown 18 = English Only 19 = Initially Fluent English Proficient (IFEP) 20 = Redesignated Fluent English Proficient (R-FEP) 21 = English Learner (EL) 22 = Language Fluency Unknown 23 = Not Economically Disadvantaged 24 = Economically Disadvantaged 25 = Economic Status Unknown 26 = Participating in Special Education Program 27 = Not Participating in Special Education Program |
| Administration | Administration | C = Combined Administration S = Single Administration |
| Math Test Date | MathTestDate | MM/DD/YY or Blank |
| Math Number Tested | MathNumberTested | 0–99999999 |



| Field Description | Corresponding Database Field | Acceptable Values |
|--|------------------------------|-------------------|
| Math Number Passed | MathNumberPassed | 0–99999999 |
| Math Percentage Passed | MathPercentPassed | 0–100 |
| Math Number Not Passed | MathNumberNotPassed | 0–99999999 |
| Math Percentage Not Passed | MathPercentageNotPassed | 0–100 |
| Math Mean Scale Score | MathMeanScaleScore | 250–450 |
| Math <i>Probability & Statistics</i> Percent Correct | MathPSPercentCorrect | 0–100 |
| Math <i>Number Sense</i> Percent Correct | MathNSPercentCorrect | 0–100 |
| Math <i>Algebra & Functions</i> Percent Correct | MathAFPercentCorrect | 0–100 |
| Math <i>Measurement & Geometry</i> Percent Correct | MathMGPercentCorrect | 0–100 |
| Math <i>Algebra I</i> Percent Correct | MathA1PercentCorrect | 0–100 |
| ELA Test date | ELATestDate | MM/DD/YY or Blank |
| ELA Number Tested | ELANumberTested | 0–99999999 |
| ELA Number Passed | ELANumberPassed | 0–99999999 |
| ELA Percentage Passed | ELAPercentPassed | 0–100 |
| ELA Number Not Passed | ELANumberNotPassed | 0–99999999 |
| ELA Percentage Not Passed | ELAPercentageNotPassed | 0–100 |
| ELA Mean Scale Score | ELAMeanScaleScore | 250–450 |
| ELA Reading - <i>Word Analysis</i> Percent Correct | ELAWAPercentCorrect | 0–100 |
| ELA Reading - <i>Reading Comprehension</i> Percent Correct | ELARCPercentCorrect | 0–100 |
| ELA Reading - <i>Literary Responses and Analysis</i> Percent Correct | ELALRAPercentCorrect | 0–100 |
| ELA Writing - <i>Writing Strategies</i> Percent Correct | ELAWSPercentCorrect | 0–100 |
| ELA Writing - <i>Writing Conventions</i> Percent Correct | ELAWCPercentCorrect | 0–100 |
| ELA Writing Applications - <i>Essay</i> Scale Score | ELAESAvgScore | 0.0–4.0 |
| Current System Date | SystemDate | MM/DD/YY |



JACK O'CONNELL
State
Superintendent of
Public Instruction

CALIFORNIA
DEPARTMENT OF
EDUCATION

2004 California High School Exit Examination (CAHSEE)

Summary of Results

California High School Exit Examination (CAHSEE)

2004 CAHSEE Results

Background

- State law authorized the development of the California High School Exit Examination (CAHSEE), which students in California public schools would have to pass to earn a high school diploma beginning in the 2005–06 school year.
- The CAHSEE is designed to ensure that all high school graduates have achieved a solid foundation of knowledge and skills in English-language arts (ELA) and mathematics, based on state-adopted academic standards.
- In July 2003, the State Board of Education postponed the CAHSEE graduation requirements from the class of 2004 to the class of 2006. This decision, allowed by law, was based on recommendations of an independent evaluator.
- Students who did not pass will have up to five additional opportunities to take the part(s) not passed.
- CAHSEE results for 2004 are not to be compared to results from previous administrations due to changes in test content and score scales.

Summary of 2003-04 Results

- Nearly one-half million grade ten students took the CAHSEE (English-language arts and mathematics)
- Seventy-five percent of grade ten students passed English-language arts and 74 percent passed mathematics.
- Males performed less well (9% lower) in English-language arts than females, but performance on mathematics is about the same (average for males is 1% lower than females).
- African American students performed better on English-language arts (ELA) than on mathematics (62% ELA/55% mathematics).
- Hispanic/Latino students performed about the same on English-language art and mathematics (62% ELA/61% Math).
- Students receiving special education services performed at the same rate on both English-language arts and mathematics (30% on both).
- Economically disadvantaged students performed about the same on English-language arts and mathematics (60% ELA/61% mathematics).

English-Language Arts (ELA)

- Hispanics/Latinos, as well as African Americans students, performed 13% lower than the state passing rate on ELA.

- English learners performed 36% lower than the state passing rate on ELA.
- Students receiving special education services performed 45% lower than the state passing rate on ELA.
- Economically disadvantaged students performed 15% lower than the state passing rate on ELA.

Mathematics

- African Americans performed 19% lower than the state passing rate on mathematics.
- English learners performed 25% lower than the state passing rate on mathematics.
- Students receiving special education services performed 44% lower than the state passing rate on mathematics.
- Economically disadvantaged students performed 13% lower than the state passing rate on mathematics.

Table 1
California High School Exit Examination (CAHSEE)
2003–04 State-Level Results
Grade 10 Students Only*
Number and Percent Passing

ENGLISH-LANGUAGE ARTS

| | All Grade 10 Students | Race/Ethnicity | | | | | | | Gender | | English Learner Students | Students Receiving Special Education Services | Economically Disadvantaged Students |
|---------------------------|-----------------------------|---|--------|---------------------|----------|---------------------|---------------------|---------|---------|---------|--------------------------------|---|---|
| | | American Indian/ Alaska Native | Asian | Pacific Islander | Filipino | Hispanic/ Latino | African American | White | Male | Female | | | |
| Number Tested | 448,674 | 4,077 | 42,273 | 3,023 | 13,218 | 182,957 | 35,838 | 162,955 | 228,075 | 220,208 | 81,095 | 39,364 | 180,348 |
| Number Passed | 334,615 | 2,991 | 35,790 | 2,151 | 11,524 | 112,761 | 22,377 | 143,929 | 160,557 | 173,875 | 31,768 | 11,848 | 108,135 |
| Percent Passed | 75% | 73% | 85% | 71% | 87% | 62% | 62% | 88% | 70% | 79% | 39% | 30% | 60% |

* The numbers for the subgroups on the California Department of Education's DataQuest Web site (<http://data1.cde.ca.gov/dataquest/>) include a small number of adult education students or students in an unidentified grade level (approximately 1,100 or 0.24%). This table shows the results for the subgroups of grade 10 students only.

Table 2
California High School Exit Examination (CAHSEE)
2003–04 State-Level Results
Grade 10 Students Only*
Number and Percent Passing

MATHEMATICS

| | All Grade 10 Students | Race/Ethnicity | | | | | | | Gender | | English Learner Students | Students Receiving Special Education Services | Economically Disadvantaged Students |
|---------------------------|-----------------------------|---|--------|---------------------|----------|---------------------|---------------------|---------|---------|---------|--------------------------------|---|---|
| | | American Indian/ Alaska Native | Asian | Pacific Islander | Filipino | Hispanic/ Latino | African American | White | Male | Female | | | |
| Number Tested | 445,923 | 4,003 | 42,169 | 3,016 | 13,205 | 182,240 | 35,377 | 161,557 | 225,983 | 219,543 | 80,685 | 35,060 | 179,218 |
| Number Passed | 328,719 | 2,776 | 38,484 | 2,151 | 11,484 | 111,380 | 19,288 | 140,214 | 164,987 | 163,547 | 39,742 | 10,433 | 108,831 |
| Percent Passed | 74% | 69% | 91% | 71% | 87% | 61% | 55% | 87% | 73% | 74% | 49% | 30% | 61% |

* The numbers for the subgroups on the California Department of Education's DataQuest Web site (<http://data1.cde.ca.gov/dataquest/>) include a small number of adult education students or students in an unidentified grade level (approximately 1,100 or 0.24%). This table shows the results for the subgroups of grade 10 students only.

Table 3
California High School Exit Examination (CAHSEE)
2003–04 State-Level Results
All Students*
Number and Percent Passing

ENGLISH-LANGUAGE ARTS

| | All Students | Race/Ethnicity | | | | | | | Gender | | English Learner Students | Students Receiving Special Education Services | Economically Disadvantaged Students |
|-----------------------|--------------|--------------------------------|--------|------------------|----------|------------------|------------------|---------|---------|---------|--------------------------|---|-------------------------------------|
| | | American Indian/ Alaska Native | Asian | Pacific Islander | Filipino | Hispanic/ Latino | African American | White | Male | Female | | | |
| Number Tested | 449,804 | 4,090 | 42,336 | 3,037 | 13,247 | 183,676 | 35,939 | 163,083 | 228,630 | 220,772 | 81,274 | 39,425 | 180,678 |
| Number Passed | 335,160 | 2,998 | 35,819 | 2,157 | 11,544 | 113,078 | 22,424 | 144,011 | 160,801 | 174,172 | 31,800 | 11,858 | 108,273 |
| Percent Passed | 75% | 73% | 85% | 71% | 87% | 62% | 62% | 88% | 70% | 79% | 39% | 30% | 60% |

*During the 2003-04 school year, only grade 10 students and adult education students were eligible to participate in the CAHSEE. Approximately 1,100 (0.24%) of all students who participated were adult education students or students in an unidentified grade level.

Table 4
California High School Exit Examination (CAHSEE)
2003–04 State-Level Results
All Students*
Number and Percent Passing

MATHEMATICS

| | All Students | Race/Ethnicity | | | | | | | Gender | | English Learner Students | Students Receiving Special Education Services | Economically Disadvantaged Students |
|-----------------------|--------------|--------------------------------|--------|------------------|----------|------------------|------------------|---------|---------|---------|--------------------------|---|-------------------------------------|
| | | American Indian/ Alaska Native | Asian | Pacific Islander | Filipino | Hispanic/ Latino | African American | White | Male | Female | | | |
| Number Tested | 447,010 | 4,016 | 42,234 | 3,028 | 13,234 | 182,944 | 35,472 | 161,670 | 226,511 | 220,095 | 80,853 | 35,109 | 179,542 |
| Number Passed | 329,190 | 2,778 | 38,528 | 2,155 | 11,502 | 111,675 | 19,309 | 140,272 | 165,220 | 163,782 | 39,789 | 10,437 | 108,953 |
| Percent Passed | 74% | 69% | 91% | 71% | 87% | 61% | 54% | 87% | 73% | 74% | 49% | 30% | 61% |

*During the 2003-04 school year, only grade 10 students and adult education students were eligible to participate in the CAHSEE. Approximately 1,100 (0.24%) of all students who participated were adult education students or students in an unidentified grade level.